DOCUMENT RESUME

ED 229 473 UD 022 753

AUTHOR	Holliday, Frances B.; Salley, Columbus
TITLE	A Look at Technical Assistance Strategies in an Urban School District. Documentation and Technical Assistance in Urban Schools.
INSTITUTION	Center for New Schools, Inc., Chicago, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
PUB DATE	Aug 79
CONTRACT	400-75-0018
NOTE	24p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Cultural Influences; Educational Change; *Educational Improvement; Educational Research; Elementary Secondary Education; *Linking Agents; Open Education; Peer Teaching; Program Effectiveness; *Program Implementation; *Research Utilization; *Technical Assistance; Urban Schools
IDENTIFIERS	Chicago Public Schools IL; *Documentation and Technical Assistance Project; Open Corridor Program

ABSTRACT

This report describes efforts of a technical assistance team under the Documentation and Technical Assistance Project of the Center for New Schools (Chicago, Illinois) to link research and practice for school improvement in Chicago Public School District 21. Section I discusses some characteristics and educational needs of urban areas, generally, and District 21, specifically. Section II examines the team's entry into District 21, primarily through the personal involvement in the District's affairs of a key member of the team. Section III describes two programs that were implemented, with team assistance, to enhance the problem solving capacities of District 21 schools: (1) Open Corridor, which used knowledge gained from a New York City school improvement project, that was based on the principles of open education; and (2) Peer Tutoring, which drew on theoretical knowledge to structure seminars for tutors and coordinators and implement successive summer peer tutoring activities. Based on the District 21 experience, it is suggested (in section IV) that: (1) strategies of entry for technical assistance should be flexible; (2) assistance teams should balance application of their expertise and clients' perceptions of their own needs; and (3) intervention strategies should address the complex of problems and the diversity of populations in urban schools. (Author/MJL)

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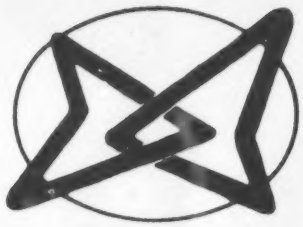

A LOOK AT TECHNICAL ASSISTANCE STRATEGIES IN AN URBAN SCHOOL DISTRICT

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and

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August 1979

UD 022 153

This paper is part of the Documentation and Technical Assistance Project of the Center for New Schools, 59 East Van Buren Street, Chicago, Illinois. This project is funded by the School Capacity for Problem Solving Program of the National Institute of Education, contract #400-75-0018. The views expressed in this paper do not necessarily reflect views of that agency.

PROJECT OVERVIEW

The Documentation and Technical Assistance in Urban Schools Project (DTA) is an effort to learn more about how to make urban public schools work better for urban students. Toward this end, DTA combines educational research and practice within one project. DTA's mandate has three interrelated parts:

> *DOCUMENTATION - to study, using primarily ethnographic techniques, the ways in which selected urban schools organize themselves to solve problems. Documentation focuses upon nine sites throughout the country selected and funded by NIE to continue to engage in locally initiated improvement activities.*
>
> *TECHNICAL ASSISTANCE - to develop in practice specific strategies which are designed to improve urban public schooling. Technical assistance strategies are based in part upon documentation of useful practices in the nine funded sites.*
>
> *LINKAGE - to increase understanding, through observation of DTA's attempts to link documentation with technical assistance, of the processes through which research can be useful to practice, and practice can influence research.*

This paper is a product of the technical assistance effort. The ideas, commitment, hard work, successes and disappointments of the people directly working within urban schools on a day-to-day basis is in a very real sense the base of DTA. It is our hope that this paper will be useful to researchers, policy planners and particularly to the people who work directly in schools in their efforts to improve the quality and validity of the educational experiences for urban students.

Thomas A. Wilson
DTA Project Director

ACKNOWLEDGEMENTS

The authors gratefully acknowledge the cooperation and support of Mr. Jack Mitchell, Superintendent, and the staff, students and parents of District 21 in the implementation of the Documentation and Technical Assistance project. We thank Dr. Thomas A. Wilson, DTA Project Director for his support during the actual implementation of these activities and in the production of this paper. We appreciate the assistance and efforts of the staff at Center for New Schools who helped in the completion of this paper.

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INTRODUCTION

A recurrent conclusion of contemporary literature on urban education is that inner-city urban schools are failing to educate their youth. Although the inner-city school systems typically profess an orientation toward assisting Black and Brown children in adjusting to contemporary urban life, much of the recent literature documents the failure of the schools to recognize and utilize the unique qualities and experiences of these groups in the educational process. Rather, the urban school systems continue to describe "non-white" (patterns of) adjustment to urban life as being "maladaptive" or "deviant". It is our opinion, however, that this "victim analysis" syndrome has served to distort and obscure the positive aspects of the non-white experience, and those of us who are concerned about substantially improving urban life in general and urban schools in particular must look beyond the myths generated about the racial and cultural "deficits" of those who live in our central cities.

A recent attempt to help make urban schools work better for urban students was a National Institute of Education (NIE) funded effort, the Documentation and Technical Assistance in Urban Schools Project. DTA attempted to combine educational research and practice through documentation, technical assistance and linkage. The purpose of the documentation was to utilize ethnographic techniques to focus on school improvement strategies at nine urban sites scattered throughout the country. Technical assistance was to provide specific strategies for helping to design programs to improve urban schooling in different sites. These strategies were to be based upon documentation of the problem-solving practices at the nine sites. Linkage activities were designed to fuse documentation activity with technical

assistance, with the intention of achieving a more integral relation between research and practice--such that research might better inform practice, and practice, in turn, might more concretely influence the direction of research.

This paper focuses specifically on the technical assistance effort of DTA in Chicago Public School District 21. The paper analyzes the Chicago Region Technical Assistance Team's (CRTAT) attempts to utilize knowledge about problem-solving experiences gained from the nine sites and to provide assistance to District 21, by helping district staff design strategies and programs to meet some of the district's particular needs and priorities.

The first section of this paper puts into perspective some of the characteristics of urban education and some of the specific characteristics and needs of District 21. Section II describes CRAT's entry into District 21 to provide technical assistance. Section III deals with two programs implemented to assist problem solving in the district: Peer Tutoring and Open Corridor. Section IV presents some of our concluding observations on the overall impact of CRTAT's efforts in District 21 and some more general observations about the efficacy of the DTA process in developing a problem-solving capacity in urban schools.

SECTION I: CHARACTERISTICS OF AN URBAN SCHOOL DISTRICT

The expressed values, needs and goals of District 21 during its involvement with the CRTAT project were not unlike those of other urban school districts. We will attempt to put in perspective some of the genotypical characteristics of urban areas and their schools and the phenotypical characteristics of District 21; each will be discussed in turn.

American society has become increasingly urban and technological. The Kerner Report (1968) offers an excellent summary highlighting the urbanization and industrialization of American society since 1900. Conant (1961), Cremin (1964), Trow (1954), and Cohen (1968) all detailed the "stresses and strains" these changes had on public eduation in general and urban education in particular.

The large influx of both Blacks and European immigrants into urban areas imposed special demands on American educational structures and brought the problems of integrating these two groups, and of enabling them to function skillfully and productively in a burgeoning technological society. Urbanization of American education faced not only the problems of dealing with the heterogeneity of its people's values and aspirational levels, but also had to contend with the problems peculiar to urban areas. Rudman (1968) comments on the difficult task which faced urban educators in these regards:

> Complicating his job still further are the hard facts of city life; formal and informal real-estate covenants that impede social mobility; uneven distribution of student population and inadequate transportation facilities that inhibit access to schools distributed throughout the city: unequal opportunity for graduates of the city schools, which results in lower motivation for some segments of the school population; and problems of administration brought about by the sheer numbers of faculty and students. Added to all this are the strident voices of the populace venting its anger, its frustrations, and its fears upon those charged with the administration of the schools and the education of the young. (p.2)

Janowitz (1969) isolates one demand placed on urban educational systems by industrialization:

> The crisis in education is a new crisis because schools must now accept responsibility for all youngsters who are not college bound until they develop levels of personal maturity sufficient for them to join the labor market. The present resources and practices of the inner city school systems are inadequate for these expanded tasks.
>
> The new crisis in public education in its attemmpts to deal with urbanization is further complicated by the transformation and organization of the labor market's increased advanced industrialization. (pp. 8-9)

As the population of our cities has become increasingly Black and Brown, during the last two decades, attention to urban education has also increased. Traditionally, the education of minority children in this country has been grounded in the compensatory approach which rests on the argument that Blacks and other minorities have some special deficiencies that must be made up in the educational effort.

The concept of building on cultural strengths departs from this tradition. For the purposes of looking at the Chicago Region's effort in District 21 we will examine this concept as it relates to Blacks. We start with the assumption that Blacks have a rich cultural heritage of positive commonality, as well as immense contemporary resources.* More specifically, this position insists that educational programs must be built on the assumption that Black children are part of an important world heritage which is a different heritage from the dominant traditions of America. Further, this heritage should be examined to develop ideas of specific cultural strengths. Nobles (1975) develops a core concept of an African world view as related to the cultural strengths of Blacks. His model provides continuity between children, their past, and their living heritage, which

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*See Holliday, Frances, "Towards a Perspective of Educational Cultural Continuity," Center for New Schools, Chicago, 1977.

is, after all, a crucial purpose of education.

From this view we see that a major problem confronting urban education, if not indeed all public education, is designing educational experiences that match the values, life styles and subsequent employment of a diverse people.

As has already been indicated, problems and challenges beset all public education, but urban areas are more vulnerable or assailable because of their eroding tax base, blight, unemployment levels and increasing Black and Brown populations.

The following appear to be the salient needs and problems confronting urban eduation in the seventies:

- How to design and implement learning activities which foster and support the personal development and interest of students.
- How to build on the cultural and individual strengths of all children.

In view of the above brief description of some of the salient needs and characteristics of urban areas and their schools, we now turn to some of the particular characteristics and needs of District 21.

School District 21 serves approximately 18,590 students through its 18 elementary schools and two high schools. All of the elementary school students live in the Englewood community which is on Chicago's South Side, an area approximately five square miles in size. The 1970 census figures indicate that a population of approximately 130,000 people live in the Englewood community and 95% of them are Black. Eighteen percent of the children are on welfare. Housing consists largely of old and sub-standard residences. An indication of the continuing decline of the

community is the persistent loss of businesses, and as a result, the loss of jobs during the last decade. In 1948 there were 520 stores in Englewood, employing 6,441 people. By 1963, the number had dwindled to 307 stores employing 3,482 people. Presently, all the elementary schools have been designated Title I schools.

Although District 21 does not have an explicit model for building on the cultural srengths of its youngsters, it does have a Teaching-Learning Policy which is compatible with the basic assumptions and learning strategies of the building on cultural strengths concept. The District 21 Teaching-Learning Policy operates within the Continuous Progress/Mastery Learning concepts of the Chicago Board of Education and is based on the following assumptions:

1. The students of Dsitrict 21 possess normal learning ability.
2. The students can achieve at normal levels with appropriate and systematic instruction from sensitive and competent teachers.
3. The schools have the task of providing the educational experiences that lead to student growth.
4. The monitoring of the effectiveness of instruction for individual students through evaluation is beneficial to both students and teachers.
5. It is easier to change schools than to alter home environments and social conditions.

Thus, it can be seen that in the light of some of the unique problems and challenges of urban areas, District 21 is pursuing a set of strategies and programs to meet the needs of its Black student body. In the next section we will discuss how the DTA Project, represented by the Chicago Region Technical Assistance Team, gained entry into District 21 to help it meet some of its perceived needs.

SECTION II: GAINING ENTRY TO THE DISTRICT

A formidable challenge to any outside resource group such as the Chicago Region Technical Assistance Team (CRTAT) is gaining entry into a system which could benefit from its expertise and resources. Entry has been achieved when an outsider receives formal recognition as a needed resource in the solution of problems as they are perceived and defined initially by the receiving organization or system (insider) alone, and then evolves into both formal and informal relationships between outsider and insider resulting in the development of specific strategies and programs for the amelioration of jointly perceived problems. In this paper, the insiders were the teachers, parents, students and administrators in District 21 of the Chicago Public Schools; the outsiders were the members of the CRTAT.

Briefly recounted, the events that led to entry into District 21 began when Frances Holliday was invited by the superintendent of District 21 in September 1975, to conduct a workshop for district staff at two child-parent centers. Holliday, who eventually became Region Director of CRTAT, was not at this time directly involved or identified with the DTA project; this invitation can be viewed as a request from a personal friend (the district superintendent) for expertise to help in upgrading staff competence in district child-parent centers. The district superintendent was not at this time aware of DTA's capability or track record, but had known Frances Holliday in both personal and professional situations for approximately twenty years.

DTA's formal entry into District 21 came in February 1976 as a result of Holliday being appointed to the DTA Technical Assistance Team in Chicago. This metamorphosis, from a non-DTA to a DTA person, resulted in a dialogue with the District people about DTA's merits. As DTA facilitator, she was

presented with two concrete opportunities to fit some of the program goals of DTA to emergent programs in District 21. One came in February 1976, when a principal of one of the child-parent centers expressed a need for assistance in introducing some of the principles and techniques of open education in a section of one of the schools under her supervision. Dr. Holliday, having information about one of the DTA project sites which experimented with open corridor education, agreed to provide DTA assistance in helping to establish this program. Thus, the entry dialogue between DTA and the client system was based on an expression of a felt need by an influential member of the inside system to the T. A. facilitator, who was now in a role of DTA facilitator.

The second opportunity for DTA involvement in District 21 came in March 1976, when members of the Instructional Support Staff (ISS) of District 21 requested that the DTA facilitator attend a weekly meeting of their group to help them think through some appropriate goals and strategies for developing a problem-solving capacity. At a subsequent meeting, a specific request was made by the ISS group that DTA provide assistance in developing a peer tutoring program. At this point in time, DTA had no manifest capability, based on its nine-site involvement, for meeting such a request, but agreed to work on the problem, partly as a way of securing entry to the district. This was one example of the mis-match between the problem-solving capacity of DTA and the specific needs of the receiving system.

In September 1976, Dr. Holliday became Region Director of the Chicago Technical Assistance Team, and this marked the formal establishment of CRTAT. From this point forward, DTA assumes a more formal and definitive role vis-a-vis District 21 and for the purposes of this paper, this period

can be considered Phase II of their involvement. It became evident during Phase II that DTA had achieved formal recognition as an outside resource group. Also during this time there were serious difficulties with the internal dynamics of CRTAT, i.e., personal relationships, role definitions, conflicts and differing perceptions of who were the school clients. For example, there were heated debates and conflicts within CRTAT relative to the posture that the Region Director should assume in implementing DTA's commitments to Open Corridor and other programs. Some members of CRTAT thought her time would be better spent in the field capitalizing on friendships with members of the District 21 staff. The Director believed that her time should be spent coordinating the many tasks attendant on DTA's commitment, and building varied relationships between the team and the district so that DTA's effectiveness in District 21 would not be so dependent on the strength of the Director's personality and personal relationships. These conflicts resulted in the resignation of a key member of CRTAT. Interestingly enough, this internal strife did not seem to have any measurable negative effect on DTA's interactions in District 21.

In summarizing DTA's entry in District 21, it seems clear that the involvement rested on one person's past history and personality, and not on DTA's manifest capability to meet the perceived needs and goals of those in District 21.

In the next section we will deal with some of the specific strategies CRTAT pursued to <u>become vital</u> to the problem-solving activities within the District.

SECTION III: TECHNICAL ASSISTANCE STRATEGIES

In the previous section, entry was defined as a process that begins when an outsider receives formal recognition as a resource needed for the solution of problems as they are initially perceived and defined by a receiving organization or system. In DTA's initial entry into District 21, we observed the key role that Dr. Holliday played in facilitating entry, consistent with our definition of entry as an evolving long-term process to establish rapport, build a client relationship, ascertain the perceived needs and concerns of District 21's school community and begin work on helping solve jointly perceived problems. In this process CRTAT had to continue to communicate to the district staff and the school community the role, expectations, goals and limits of the CRTAT work in the district.

On the basis of evolving mutual understanding, strategies were identified and implemented to accomplish the goals of both the DTA Project and District 21. This section will deal with two of the specific strategies or programs that were pursued: Open Corridor and Peer Tutoring.*

Open Corridor

As previously noted in Section I, the opportunity to fit some of the program goals of DTA to emergent programs in District 21 came in February 197o when the principal of the Ross School expressed a need for assistance in introducing some of the principles and techniques of open education in a section of the Ross School. An important part of the reason for this request was that school staff felt confused about the basic goals, objectives

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*A more comprehensive account of several other strategies implemented in this project are reported in "Building on Cultural Strengths: The Experience of the Chicago Region of DTA in Building Capcity in Education Problem Solving in Local Urban Schools." (Holliday, 1977)

and techniques of the Open Corridor approach. The initial challenge for CRTAT was to help clarify the basic theory, goals and techniques of open education or open corridor instruction for all the participants.

This was the first attempt to build linkage between a specific group within the District and a site being documented by DTA--Lillian Weber's work in Open Corridor education in New York City. Because of this link to Weber's experience in New York, CRTAT had several notions and techniques for helping to implement Open Corridor programs which were rooted in experience and not just theory. This experience is represented in the following statement by Professor Weber describing the Open Corridor:

> The open classroom corridor reorganization exists within the public school system and has brought about changes within that. Curriculum changes, planning and recording changes, are not the prime focus of the reorganization, but they flow from the underlying changes in the instructional teaching-learning mode and in the school relationships. Thus, the basic public school achievement expectations for literacy and numerical understanding are accepted but are minimal factors in the planning of curriculum. Without whole-class teaching, it is possible to support the child at the specific point of his progression and within his style and pace. While a teacher is helping one child or in a small group, in special needed ways, other children, the rest of the class have other experiences. The arrangement of the enriched and varied environment allows the child, at least in part of the time to participate independently in his learning, thus releasing the teacher for support of individual children and their individual needs. Individualized instruction can become a reality. But more than this, in this mode of teaching/learning the child's interest, his responses, interrelate and integrate subject matter, and curriculum reflects this interrelatedness and integration. (1974)

Consistent with this approach, CRTAT perceived its work initially at Ross as an interactive process. Intense dialogue between CRTAT and participants at Ross School led to better understanding of the potential the team brought to the program and a better understanding and interpretation of the defined needs and concerns expressed by the teachers and administrators

at the school. The first activity planned for the Ross teachers was a district-wide in-service held on May 18, 1976, which included a presentation by four Ross teachers, who had initiated an Open Corridor Program, on their successes and failures; and a presentation by one of the DTA site researchers on the Lillian Weber Open Corridor program in New York City.

When the school year began in September 1976, CRTAT implemented specific activities to assist the Ross teachers in developing their Open Corridor program, including a series of interviews, surveys and planned discussion on goals and implementation plans. These activities further revealed the teachers' concerns relative to the Open Corridor program. What did doing the Open Corridor mean, both in theory and in terms of specific activities, the day-to-day planning, and resources necessary for its implementation? How could Open Corridor education be tailored for the Ross School? How can those involved in planning move to develop and evaluate the program? And finally, how could those involved in this project share it with the other teachers at Ross? These concerns became the basis for designing a series of workshops and/or discussions, with CRTAT taking the design initiative while directly involving Ross School teachers. The workshops were held from January to March 1977. These workshops had as their specific foci the concerns and needs of the Ross School participants, including:

- Setting Goals for the Open Corridor School and Resource Center
- Designing Classroom and Corridor Learning Stations
- Designing Team and Cooperative Teaching Techniques
- Designing Strategies for Involving Parents and Teachers
- Institutionalizing the Open Corridor Approach at Ross

Specific strategies and techniques were identified for each of these broad areas of concern. DTA saw this total process of teachers working to identify problems and developing solutions from other sites as the building of a problem-solving capacity at the Ross School. The abilty of the teachers to continue this process seemed more important than the specifics of the Open Corridor program.

Based on the data gathered through a series of mini-interviews with participants in this project, it appears that CRTAT was successful in providing assistance to a client system using material from the documented sites, and in assisting a problem-solving process. A summary of representative responses to questions* in the interview protocol follows:

> Specifically, they helped structure the (Ross) program by bringing concrete information about how Open Corridor could work in a ghetto area.
>
> ***
>
> . . .supplied and suggested materials regarding open education. It made me feel good about what I was doing.
>
> ***
>
> . . .helped lay the groundwork for how to improve our interpersonal relations.
>
> ***
>
> Basically, DTA Team improved my understanding of OC and made it a reality by showing that it really does exist elsewhere other than Ross School. I also gained from learning about mutual support between teachers. . .
>
> ***
>
> This experience has forced me to interact with other team members and this was good.

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*A complete copy of the interview responses is in our files.

Nevertheless, due to cutbacks in the DTA project in January 1977, particularly in the area of providing technical assistance, CRTAT was not able to build from this one initial success, and was not able to test the assumption made by the project that it is possible to build a sustained organizational capacity for problem solving if you are responsive to local organizational issues.

Peer Tutoring

The ability of CRTAT to contribute to the development of Peer Tutoring Program was initially restricted, insofar as no previous experience with such programs had been acquired in the nine-site DTA Project. CRTAT was nonetheless able to assist in the development of tutoring programs, especially in virtue of the following factors:

1. The shared vision between key district staff and CRTAT regarding the strengths of Black children, which was consistent with the principles of Peer Tutoring.
2. Past experience in providing technical assistance.
3. The personal relationships which were the base of the working relationships.

The specific assumptions and goals shared by those in District 21 have been stated succinctly by Ehly and Stewart:

> Children have helped one another to learn since antiquity. In early America, older children in one-room schoolhouses frequently helped younger pupils with their lessons. In the 1960's programs in which children helped other children were in effect on a large scale. The term "peer tutoring" was created for the individualized tutoring of one pupil by another. Peer tutoring is in progress when a child teachers a school-related subject to another child. The child who tutors is frequently older than the child being tutored. (Ehly and Stewart, 1976)

Further, the compatability of the pedagogical technique of peer tutoring with the concept of Building on Cultural Strengths was described by one of the CRTAT members:

> Within Black families, sibling roles and responsibilities tend to be clearly defined and understood. Children are expected to share in the supervision, care and training of younger brothers and sisters. Through this experience, the older child, assuming a quasi-parental role, develops a sense of responsibility and enjoys a feeling of usefulness and importance within the family; while the younger child, directly and indirectly, learns a variety of things related to home, school and community environments.
>
> This aspect of Black family life can be viewed as an example of cultural strength having roots in the traditional African extended family structure. The interdependence which characterized these kinship groups (which include children, parents, grandparents, grandchildren, aunts, uncles and in-laws) is much in evidence among contemporary Black families and their immediate neighbors. (Crushshon, 1977)

These assumptions and goals were the framework for a series of seminars held the last week of the 1976 school year with designated tutors, teacher coordinators and college aids. CRTAT, mainly through the initiative and expertise of its director and selected staff persons, prepared these groups for their actual interaction with approximately 800 tutees for a summer Peer Tutoring program.

A summary of test outcomes of these Peer Tutoring activities follows:

> An important measure of success is the future school achievement of the students involved in the program, both tutors and tutees. Test score-based evaluations were done for the District 21 sonsored tutoring program (Report to superintendent of District 21, 1976). The results were positive in that results from pre- and post-testing of students showed significant gains for 80% of tutors and tutees in reading. The range in reading score gain was from 0 to over 7 years. Mean reading score gains for the tutors varied by centers and ranged from over 3 months to 13 months. Mathematics tutoring was limited to one center where the results were clearly positive for tutors: the mean gain was 21 months for application of mathematics and 27 months for application of mathematics/computational skill. Older children showed greater gains in the tutoring program than did younger children. The program was assessed by both tutors and their supervisors as successful. (Crushshon, 1977)

In light of these test results, it appears that the peer tutoring program was a success, given the time and expense involved. Additionally, its success is indicated by the fact that Peer Tutoring programs have been repeated in District 21 every summer since this pilot.

Summary

The implementation of these two programmatic thrusts indicates the benefits to be derived by both "outside" and "inside" systems from their collaboration on the basis of a set of mutual (and mutually defined) needs and priorities. In the instance of the Open Corridor Program, the DTA Project performed a leading role in the facilitation of the program's goals and objectives. In the instance of the Peer Tutoring Program, the DTA Project was necessarily in more of a subordinate role, given the paucity of its experience with such a program, yet CRTAT was able to contribute to this program--primarily on the basis of a common commitment among CRTAT and District personnel to take into account and to encourage the "cultural strengths" of the student-participants themselves.

IV: CONCLUSIONS

Especially in light of the conditions under which DTA entered District 21, we are inclined to suggest that persons involved in change or intervention efforts would be well advised to restrict themselves to merely provisional generalizations as to the overall effectiveness of various entry strategies and approaches. In point of fact, no single procedure or process for gaining entry can be singled out as being the most preferable on the basis of the experiences described above; and the real lesson to be learned in this context may simply be that there is no one "right" way to effect entry. Rather, strategies of entry should be designed with sufficient flexibility so as to be able to accommodate the concrete circumstances and characteristics of both the client and technical assistance systems.

Furthermore, once entry has been achieved, technical assistance teams should strive to maintain a balance between the optimal utilization of their areas of expertise and the clients' own perceptions of their actual needs. Thus, in the case of the Open Corridor program, CRTAT was able to take a leading role in developing a program already desired by the clients themselves; whereas, in the case of the Peer Tutoring program, it was necessary for CRTAT to play but a subordinate role, in effect assuming the posture of a learner and not that of an expert.

Any effective strategy of intervention must also take cognizance of the complex of problems intrinsic to contemporary urban schools, even as the urban schools themselves must become sensitive to the diverse needs of heterogeneous, multi-ethnic and multi-racial student bodies. Indeed, perhaps the most difficult obstacle to the design and implementation of effective problem-solving capacities for urban schools is the pervasive cynicism of those working in such schools as to their long-range prospects

for systemic improvement. In other words, there is little faith among urban school practitioners that the exclusionary process historically defining the relationship between American society in general and the minority groups which urban schools must at least claim to serve is now to be reversed by the provision of technical resources and assistance. Accordingly, and ironically, technical assistance efforts may prove most effective where they begin by confronting the fact that, in most instances, those who are actually committed to the amelioration of deplorable conditions in urban schools are both the least powerful, organizationally and politically, to institutionalize change efforts, and are also painfully aware of their limitations in these regards.

If the overall situation and prospects of the urban school systems remain essentially bleak, however, it must also be observed that those with whom we worked at the Ross School, including the district superintendent, the principal, the willing and capable teachers, the student tutors and tutees, the professional assistants, etc., all represent some hope that those basic conditions which impede learning and personal growth in the urban schools are not wholly intractable. Especially of note in this context are the encouraging results of the Peer Tutoring project (which has now been institutionalized) in District 21, and the compatibility of this project with the general theory of <u>building on cultural strengths</u> of the students themselves. Although we recognize the need for more in-depth analysis of this approach, it would appear to be the case that the DTA experience sustains the conviction that strategies of intervention must be built upon some of the basic values, attitudes and historical perspectives of those to be served, if a problem-solving intervention is to avoid the result of merely adding to the dehumanizing circumstances in which urban school children are already enmeshed.

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